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ABSTRACT

Methods and techniques that have been tried and found successful by a number of Veterans' Upward Bound programs in the Outreach programs are provided in this manual. An institution's Outreach program is responsible for locating and contacting educationally and economically disadvantaged veterans, both men and women, to make them aware of the benefits and services they are entitled to as veterans, and to offer them an alternative life style as a college prep student. Specifically, the target group of veterans at whom the Outreach program is directed includes: (1) those who have not graduated from high school and do not have a GED; (2) high school graduates and those with a GED who need refresher courses to overcome academic deficiencies that would keep them from being successful in college; and (3) unemployed and underemployed veterans who had not intended to continue their education because their social, economic, or educational background discouraged or prevented them from doing so. The manual provides sections on Administration and Staff Organization (The Institutional Relationship, Staff Organization, Field Worker Training, and Facilities), Recruitment (Initial Contact, Sources of Veterans, Promotion and Publicity, and Initial Interview), Outreach and Referral (Financial Aids, Campus Services, Governmental Services, Veteran Related Groups, and Community Based Groups), and Follow Through and Evaluation. Suggested reference materials are listed. (DB)

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Veterans Outreach

Suggestions for an Effective Veterans Outreach Program for Colleges

JC 730 206

Published by the
Western Center for Veterans Programs
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Employment Services to Veterans, A Year of Action, Report for Fiscal Year 1972. U.S. Department of Labor, Manpower Administration

On-Target Newsletter and Veterans Back to School: A Handy Regional Guide. Target Veteran Program, Macomb County Community College, Warren, Michigan. March 1973

Outreach Training Program. State of Illinois, Governor's Office of Human Resources, Veteran Affairs Section

Re-entry Newsletter. Southeast Training Center for Special Veterans Programs, Tennessee State University, Nashville. March 1973

Vantage Point for Servicemen and Veterans. American Association of Community and Junior Colleges, Washington, D.C. December 1972

Technical Assistance Manual. VETS Program, National League of Cities/U.S. Conference of Mayors, Washington, D.C. January 1973

PREFACE

The Western Center for Veterans Programs has been funded by the Office of Education as one of five EPDA regional centers to provide consulting and information services for the 14 Veterans Upward Bound programs in the western United States. We have produced Veterans Outreach for the use of staff members in these projects who have expressed their interest in having a comprehensive manual to assist in improving their existing Outreach efforts.

In addition to the 67 Veterans Upward Bound programs nationally, operating in individual two- and four-year colleges or as part of an institutional consortium, there are a growing number of other colleges that have begun to find ways in which they can fulfill their obligation to educationally disadvantaged veterans by establishing special preparatory programs for them. Therefore, this manual has pulled together some issues and answers for those who seek to encourage further education for veterans whose former educational experience has been less than successful, less than satisfying. We hope it will assist institutional officials, program administrators, and Outreach staff of such programs, and staff members of others that will be established as more funds are made available for veterans' education.

Highlighted for the Outreach staff are a number of suggestions concerning how to work with their institutions, community resources, and the media, and special attention has been given to the considerations involved in communicating with veterans who need and can make use of preparatory education. Because they may be initially convinced they are not college material, and because not all veterans respond to the same approaches, included are a variety of special efforts that can be used to recruit them and provide them with the referral services they need to remain in a program.

The methods and techniques contained in this manual have been tried and found successful by a number of Outreach programs, with much of the material coming from the Veterans Upward Bound programs themselves. We would appreciate hearing about new approaches to Outreach efforts that have been developed by personnel in other programs in order to share such information with everyone interested in helping veterans prepare for college.

Rosalind Loring

April 20, 1973

Rosalind Loring
Project Director and
Assistant Dean
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PROGRAM OBJECTIVES AND THE TARGET POPULATION

For the tens of thousands of veterans who made plans for what they would do after being separated from active duty or discharged--going to college or getting a particular job--and know how to use their G.I. Bill benefits, there are hundreds of thousands with uncertain futures and little knowledge of what benefits are available to them and where to go for help.

With the end of the war in Vietnam an increasing number of veterans are having to reenter society without enough education to equip them for a successful adjustment to civilian life and a hopeful future. Much of this adjustment can best be accomplished by assisting the veteran to develop the educational skills and communication competencies required for competition in college and/or the job market.

An institution's Outreach program is responsible for locating and personally contacting these educationally and economically disadvantaged men and women to 1) make them aware of the benefits and services they are entitled to as veterans, and 2) offer them an alternative life style perhaps never even considered, that of a college prep student.

Specifically, the target group of veterans at whom this Outreach program is directed includes:

1) those who have not graduated from high school and do not have a GED;

2) high school graduates and those with a GED who need refresher courses to overcome academic deficiencies that would keep them from being successful in college;

3) unemployed and underemployed veterans (including those who were discharged 10 or 15 years ago) who had not intended to continue their education because their social, economic, or educational background discouraged or prevented them from doing so.

The Outreach staff has an obligation to these veterans to recognize their unique characteristics and understand their special problems:

* most veterans are older and have had different life experiences from those of typical college students and may need special counseling and tutoring; (these experiences also have the positive effect of making these potential students more hard-working and serious about achieving their educational goals than other students);
* veterans are afraid of college because of past school failures and the fear of failing again;
* those veterans who do want to continue in school are not anxious to tackle the paperwork, forms, and red tape involved because they have had their fill of these procedures in the service and distrust bureaucracies in general;
* veterans want to be making money rather than going to school because of financial obligations;
* veterans are concerned with the cost of living and education, especially if they are married and have families;
* veterans face the overall emotional and psychological difficulties of making the transition from military service into a complex, high powered society where they are on their own.

The ethnic composition of this target group will vary from city to city, from urban to rural region, and the majority will include Blacks from the ghettos, Chicanos and Puerto Ricans from the barrios, Indians from the reservations or inner-city ghettos, Orientals in certain large

coastal cities, and those Caucasians who are also from educationally disadvantaged backgrounds. For many of these veterans, getting a college degree or even a high school diploma has had no relevance to their daily lives or seemed an impossible goal.

While the Outreach effort is primarily aimed at recruiting and serving the physically able Vietnam era veterans who need assistance, there must also be a commitment to disabled and hospitalized veterans and to eligible dependents of servicemen killed or missing in action, who are so often neglected although their needs can be even greater than those of the single veteran.

ADMINISTRATION AND STAFF ORGANIZATION

The Institutional Relationship

Crucial to the success of an Outreach program is the institution's wholehearted commitment to the veteran as a student. Although in some cases the view prevails that a postsecondary school has no business in remedial education or that veterans' needs are no different from those of other college students, administrators should be aware that the national trend is to support educational efforts for veterans. They require special services because they are not typical high school graduates, but are an adult audience that has been out of school anywhere up to 15 years. The federal government has recognized veterans' needs and has made funds available to colleges for disadvantaged veterans granted special admission--an important consideration at a time when college admissions are showing a steady decline.

Specifically, veterans' programs will succeed best when administrators

1) have been involved in formulating the goals and philosophy of the program;
2) are kept aware of the progress and problems;
3) are willing to utilize institutional resources to supply needed classroom space, work-study assistance, guest lecturers,

etc.;

4) consult with other local institutions in order to encourage cooperation rather than competition in Outreach efforts.

All campus-related departments as well must be aware of the program's goals and format in order to provide assistance:

1. The Office of Financial Aids will be the most important resource because veterans must solve their financial problems to stay in the program (see p. 27);
2. The Admissions Office can help eliminate much time and red tape in processing payments, and it can refer veterans who attempt to enter college on their own, but who may need the services of the program;
3. The Registrar's Office can help veterans register for special courses during the program and for regular college courses when they are able to enter college;
4. The Office of Academic Services/Academic Dean can help with educational problems and a number of related problems while veterans are part of the college;
5. Student Health Services, the Housing Office, and the Office of Special Services in larger schools each play a part in helping veterans adjust to the campus;
6. Certain academic departments, e.g., Education, English, Mathematics, should be encouraged to provide such assistance as guest lecturers, tutors, instructional programs, or methods of evaluation.

Staff Organization

The Outreach staff is usually an adjunct of the special educational program for veterans and under the supervision of the program director who, in turn, reports to a campus administrator such as the Director of Special Services/Special Educational Programs/Community Educational Services, etc. On a campus where special educational courses are not part of a program completely separate from the regular campus program, the Outreach staff will report directly to the responsible campus administrator.

The basic Outreach staff will consist of a full-time coordinator and as many part-time field worker/interviewers as the budget allows. One full-time clerk-typist is necessary and part-time clerical help as needed, consisting, for example, of volunteers from among the veterans' spouses. If necessary, a full- or part-time assistant coordinator should be hired to help direct program activities.

Outreach Coordinator. The person in charge of an Outreach program should be a veteran, sensitive to their needs and able to relate to them. Counseling experience is a major asset. His or her off-campus duties should include a) maintaining an active and positive relationship with all those resources in the community that would either be a recruiting source for veterans or provide social, welfare, and job services for them, and 2) directing the activities of the field workers and the promotion and publicity campaign. On campus, the coordinator must know the institution's organizational structure and work to gain and maintain the unqualified support and cooperation of the administration, faculty, and special services personnel with whom the program must deal.

If it is necessary to appoint an assistant coordinator, he or she should be a veteran who knows the community resource groups and has had experience working with them, and who can coordinate the activities of

the field workers. This person may even be an Outreach worker who has demonstrated administrative talents.

Outreach Field Workers. Because the field worker is likely to be the first personal contact the veteran has with the program, the initial contact must be a positive and encouraging one. The worker should be a Vietnam era veteran and a student, preferably one who has gone through the educational program and can understand and empathize with the new, skeptical vet on a peer level. In this way the Outreach worker can reassure the veteran of his or her chances for academic and personal success, and provide reinforcement with the feeling of "you can do it just like I did."

Field Worker Training

The field workers' duties consist of recruiting and interviewing veterans for the program and providing information on services available to them. In order for them to efficiently perform these duties, a certain amount of training must be part of the overall Outreach program. Some considerations for such a training program include:

1. Producing a set of guidelines for recruitment and referral that would familiarize workers with the resources they will be utilizing (although complete technical knowledge of each resource is not necessary or expected):

    * VA procedures to obtain assistance benefits and insure proper handling of forms;
    * The special educational program's curriculum;
    * Financial aid opportunities and policies of the institution and the government;
    * Resource and referral services in the areas of health, welfare, and social services supplied by all levels of government, community agencies, veteran-related groups, and the campus.

2. Personally introducing the workers to the individual resource and referral people they will be dealing with;
3. Sending a new worker out with a more experienced one to observe his recruitment and referral methods;
4. Preparing the workers in orientation sessions to deal with the backgrounds and personalities of the veterans they will be working with so they will be able to pull out their questions and problems and handle any unexpected situations that can arise.

Facilities

In order to be effective, the Outreach workers must spend as much time as possible in the field making personal contacts with veterans. There needs to be an "official" Outreach office as a base of activities, however, with space for telephoning, interviewing, and clerical activities. It is important to maintain as informal an atmosphere as possible, where veterans can relax while they become acquainted with the program.

An office located on campus is often too remote or intimidating to veterans. Because veterans must be made to feel welcome, the Outreach staff should look for less institutional and more centrally located office space, perhaps donated by a community-based organization in the target area. Other arrangements that make a veteran feel comfortable enough to walk in the door include evening and weekend hours, location near public transportation, and nearby parking.

RECRUITMENT

The target group of veterans who require the services of a special educational program for a new chance in life and who need to know about their G.I. benefits and the related Outreach services will not just walk in the door. They have to be recruited in any number of ways and motivated to take advantage of the services your program provides.

The Outreach coordinator will be in charge of 1) directing the activities of the field workers, 2) opening up the lines of communication with all local agencies and organizations that might be possible sources of veterans or have their own Outreach programs, clearly defining your program goals, and seeking their active cooperation, 3) the production of promotional and publicity materials, and 4) initiating and maintaining contacts with the media.

Initial Contact

The procedure that will be most effective for your recruitment program will depend on the number of field workers available, the geographic distances involved, and the number of veterans in your area.

Personal contact has proven to be the most effective method of recruitment, using your workers to get out into the community and knock on

doors. (In face-to-face contact with veterans, you might want to leave promotional materials in the office and use a more personal approach.)

To make sure all veterans are covered by the recruiting program, the Outreach coordinator should devise a system to make each field worker responsible for those veterans 1) in a certain geographic area, 2) having a certain zip code number or telephone prefix, or 3) some other agreed upon criterion. A similar system would also define the resource groups that each worker is responsible for. If workers are assigned to specific areas, they have a chance to become well known to the residents, community agencies, and local groups and will be more easily accessible to interested veterans. Providing workers with business cards is a good idea because the cards identify your program as a legitimate one to suspicious veterans, are easy to keep in their jackets or wallets as a reminder, and make a good impression on resource agency personnel.

If the institutional Outreach program has only a limited staff of field workers, it will have to rely initially on the name and address lists it has collected (see p.16). The following is one suggested contact program:

1. Send out a personally typed introductory letter that will be simple, noninstitutional, and interesting enough to get the veteran's attention and encourage him to call you.

2. If the letter is not returned because of a wrong address, and the veteran has not called you, call him and encourage him to ask questions. If you don't talk to him directly on the first call, keep calling until you do. A telephone telethon is one tactic to make the calling process less of a chore: set aside one evening for all field workers to work late and have several telephones on hand; start calling and keep calling as many vets as you can in the time you have.

3. If you don't get an immediate "no" response to your phone call, make a personal visit to the home to impress the veteran with the desire of your program to help him continue his education, and make an appointment for his interview at the office. When the worker is out in the field making these personal contacts, he should have a directory or list of community and government services that the veteran might need for immediate problem solving (see p.38).

Despite the letters and phone calls, if you don't have the staff to be in constant contact with the veteran in the field, you will have to rely on the veteran to make the initial contact by calling or walking into your office. This is why the Outreach staff should maintain good lines of communication with all the resource groups, produce an effective promotion and publicity campaign, and develop a good reputation for the program in the community.

Sources of Veterans

Depending on the size of your community and the motivation of its citizens, there are any number of resource agencies that can refer eligible veterans to your program. Some of those sources include military installations, the Veterans Administration, governmental and local agencies, and veteran-related groups.

The Outreach coordinator and field workers must make it a point to inform the resource personnel of the types of veterans the program is trying to help. If these people don't understand the needs of this particular target group, they probably will never mention the program because they have already decided that veterans with educational backgrounds of failure are not college material. *This misconception happens especially with the older, more traditional counselors and administrators who*

still assume that only the white, middle class veteran is interested or will succeed in college.

Military Installations. The Education Officer will be the chief contact for the field worker at military bases, and all promotional materials are distributed to the servicemen and women through his office. The Director of Project Transition and his counseling staff should also be aware of the program because the prospective veteran may desire to continue his or her education rather than find a job after being released. Arrange with the Education Officer to speak directly to the Project Transition people, early-out potentials, and regular discharges, and be prepared to discuss:

* the details of your program, including counseling and curriculum
* program costs and financial aids
* housing
* part-time jobs
* health services
* problems they will face and the commitment necessary to achieve success in the program

Veterans Administration. The Outreach worker should introduce himself to the Chief Administrator of the regional office and get to know personally such major contacts as the Chief Adjudication Officer and the Veterans Assistance Officer. Outreach activities at the VA include:

1. getting the lists of:
    a. educationally disadvantaged students from the USVAC cards (U.S. Veterans Assistance Cards), which can be duplicated by the VA office or by the Outreach workers and used to reach newly discharged veterans who have not graduated from high school;
    b. all discharged servicemen and women, if the VA is guaranteed that the names will be used for strictly

educational purposes;

c. veterans who haven't used their higher education benefits yet.

2. setting aside one day regularly to sit in on interviews in the VA counselors' office;

3. visiting VA hospitals and answering questions about facilities and services for the physically handicapped at your institution.

Governmental and Local Agencies.

1. Local Selective Service boards may be able to provide names of veterans who have been registered for reclassification with them upon discharge.

2. The State Employment Services (SES) offices will provide you with names and addresses of recently discharged veterans within 90 days of release. The Veterans' Employment Representative (VER) in that office is a good contact because he deals strictly with unemployed veterans and may allow the recruiter to interview his clients jointly with him. Private employment agencies can also be contacted.

3. State Departments of Veterans Affairs oversee Veterans Service Officers located in every county (in some states).

4. State Departments of Human Resources Development (unemployment) Offices have their own Veterans' Counselor. Outreach workers have found that veterans usually spend their first six months after discharge on unemployment benefits. Interest in further education is low during this period, but when finances again become a problem, the veteran is more likely to be interested in a special educational program.

5. Manpower Training Programs

6. Vocational-Rehabilitation Centers

Veteran-Related Organizations. In addition to the traditional veterans' groups that have been providing assistance to veterans for years, there are a number of newer organizations, of national scope and self-supporting or funded locally, that cater to Vietnam era veterans. Included among the newer groups are programs affiliated with Project VETS (Veterans Education and Training Service), funded by the National League of Cities/U.S. Conference of Mayors in association with the National Urban Coalition to encourage low income and minority students to return to school.

1. Traditional Veterans' Groups:

   * The American Legion
     One special resource function is the Legion's cooperation with the American Association of Community and Junior Colleges to provide lists of separating servicemen to two-year colleges that have approved Outreach programs. This list complements the USVAC cards by including names of veterans needing educational assistance that the VA may have missed.
   * Disabled American Veterans (DAV)
   * American Veterans of World War II, Korea, Vietnam (AmVets)
   * Veterans of Foreign Wars (VFW)
   * Jewish War Veterans
   * Red Cross
   * Marine Corps League
   * U.S. Army and Navy Reserve Units

2. Newer Veterans' Organizations:

   * G.I. Forum
   * Denver Veterans Opportunity Center
   * Project Return (Portland)
   * TAC-VAC (Tacoma)
   * Veterans Educational Incentive Program (VEIP) (San Francisco)
   * Illinois Vets; Veterans World Project (Illinois)
   * Urban Coalition of Rhode Island (Providence)
   * Miami-Dade Junior College Storefront Center
   * National Association of Collegiate Veterans (NACV)
   * Concerned Veterans from Vietnam

3. Programs affiliated with Project VETS:

* SEA-VAC (Seattle)
* Greater Los Angeles Urban Coalition
* CERV (Detroit)
* Chicago Committee on Urban Opportunity
* Metropolitan Manpower Commission (Indianapolis)
* Department of Human Resources & Economic Development (Cleveland)

Promotion and Publicity

In order to make the recruitment program as effective and encompassing as possible, a program of promotion and publicity should be developed. Materials describing the educational program should be produced and distributed and the media contacted and supplied with information in the hopes of catching the eye and ear of the veteran whom the field workers cannot meet personally or the resource groups may not come in contact with. Veterans' families are also reached this way, and they can be your best ally.

Printed Materials. Posters, brochures, fliers, question and answer sheets, and any other related printed materials should be distributed at all places the field workers visit and where they think veterans (or their relatives, husbands or wives, and friends) might congregate.

All these materials must start by being eye-catching (large type, photographs, graphics); the copy must be simple and to the point, in words that veterans can identify with and understand. Using a veteran to help produce these materials is the best way to find out what approach will have the most appeal for them. Clearly stated should be where they are to call and whom to ask for or write to. Just get them interested in what you can offer; don't overwhelm them. *Send copies of your brochures or fliers to the college president, government officials, business and community leaders, and other decision makers to inform them and gain their support.*

Besides simply distributing materials, there may be certain times or special occasions when field workers may want to man booths, answer questions, and hand out materials personally. The following is a list of suggested locations for leaving materials or setting up booths:

* Military base Education Offices or unit bulletin boards
* Military separation and debarkation centers; social hangouts near the base
* Government agencies: VA offices and hospitals, HRD, Selective Service, Public Assistance, etc.
* Neighborhood Action Projects
* Community and recreation centers
* Free drug and medical clinics
* Reception rooms in medical and dental offices
* Churches
* Adult education schools
* High school counseling offices
* Community fairs or festivals
* High school football games, especially traditional rivalries when the alumni are most likely to attend
* Local markets, drugstores
* Shopping centers, shops and stores belonging to local merchant groups
* Bars, taverns, snack shops
* Pool halls, bowling alleys
* Laundromats, barber shops
* Bus stations
* Record stores, libraries
* Beach or resort snack bars

The Media.

1. Television. Write a 30- or 60-second announcement for TV stations to use in their public service time slots; have a field worker or a veteran-student tape one of these spots for repeated viewing. Preferred times for this type of spot would be during afternoon movies, late night news or variety shows, or weekend sport telecasts.

Interview shows and panel discussions on topics of current interest are also a good forum for discussing educational programs for veterans. Often the local TV stations--rather than the large network stations--are available for such shows of local interest. Field workers or a combination

of workers and students make good participants.

2. Radio. The number and variety of radio stations provide many locations for getting your message across. Pick the stations veterans and their families would probably listen to--rock, country-western music, local ethnic stations--and produce 30- or 60-second spot announcements for public service time slots. Get to know popular DJ's and encourage them to promote your program. Radio stations also have discussion shows on topics of current interest that could feature a roundtable discussion between field workers, veteran-students, and interested veterans.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

"Eastern Washington State College in Cheney, Washington, is looking for veterans who are high school dropouts. Eastern has been funded by the Federal government to prepare educationally and economically disadvantaged veterans for college level school work. This is the only program of its kind in the Inland Empire, especially designed to ease veterans into college after a long absence from school.

"Each special veteran is assigned a counselor and a tutor to help him with his studies. Our classes are only for veterans who are high school dropouts. Every effort is made to help the veteran with his special needs.

"If you are a Vietnam Era veteran who is a high school dropout, don't overlook this special opportunity. The G.I. Bill just went up, and you are now entitled to more than $8,600 in educational benefits. You NEED a college education to compete in today's tight job market. So stop by the Veterans Office, Showalter 309, EWSC, or call us toll free at TE8-5271, ext. 7040.

This bulletin no longer applies after March 30, 1973."

# # #

The radio talk and call-in shows are growing more popular and provide an opportunity for those connected with the program to call in when they have a chance. To get the maximum amount of coverage from one of these shows, there is one effective method to use: have the Outreach coordinator call in and make the original announcement about the program; then have the field workers or students call, posing as interested veterans. These calls will create a snowball effect in which truly interested potential students may lose their reluctance to call in for more information.

3. Newspapers. In most residential areas there is at least one daily metropolitan newspaper and any number of daily or weekly community, language, ethnic, or shopping papers. Suggested materials they might use include:

a. Straight news releases, describing the program and giving basic facts:

* Announcing the start of the program
* Enrollment figures
* New staff
* Special services for vets (financial aids, housing, tutoring)
* A veterans' club
* Innovative educational technology or curriculum
* Statistics of personal or skill growth

b. Feature releases, describing human interest aspects of the program:

* How it has changed the life of one particular veteran
* Personal reactions of a number of vets to the program
* Graduation exercises, awards ceremonies
* Colleges where your graduates are being accepted
* Success stories of graduates

If you can, tailor your stories to the population who reads that

particular paper, emphasizing students from that community. Include action or human interest photos when you can.

San Francisco, Calif.
Chronicle
(Cir. D 457,275)

JAN 22 1973

SAMPLE FEATURE STORY

Allen's P. C. B. Est. 1888

Upward Bound' Vets-- 44 With a New Future

1367

Most of the 44 military veterans gathered last week at San Francisco State University, doubted a few months ago that they'd ever return to school.

But the former GIs have become the nation's first graduates of Veteran's Upward Bound, federally-financed program dedicated to "learning how to learn."

None of the men met college admission standards before starting the concentrated set of courses; all of them can now enter the San Francisco campus as regular students, and most plan to.

PROGRAM

Their 16-week program, ending in graduation ceremonies yesterday, mixed regular college courses with special tutoring in English and math.

"I never thought I'd be doing algebra," said 43 - year - old veteran Oscar Brown of San Francisco, who came to graduation with his wife and three daughters. "I left school in 1948."

JOE DIGGS
A career in films

OSCAR BROWN
At 43, doing algebra

Brown, who quit the Army in 1958, hopes to get a degree in nursing.

Vietnam veteran Joe Diggs, 21, of Daly City, said he'll enter the university's film-making program.

"Before, nobody would even consider me for film training programs because I didn't finish high school," Diggs said.

APPLICATIONS

Ann Williams, director of the program, said she hopes to enlist 100 veterans for the next round of Upward Bound at the San Francisco campus, beginning February 5. She invited applications from veterans at 469-2274.

The new program, which is now in progress at 60 additional colleges, had a few problems in its trial run.

Twenty-four students dropped out during the 16 weeks of the pilot program, and a few of yesterday's graduates said they were bitter that expected tuition subsidies never arrived from the Veteran's Administration.

But most of the veterans seemed confident as they left the tutoring of Upward Bound for ordinary campus life.

c. Ads to find prospective students. For example:

> "Vets wanted! For education. Contact (name of program and school) at (phone number) and ask for (name of staff member)."

This could be one ad in the "Help Wanted" or "Educational Opportunities" sections of the metropolitan newspaper. It will probably have to be brief because ad costs are high in large papers. The local weekly papers will have lower rates so you can run a larger ad including a few more details of the program.

4. Other Media might include 1) public service announcements on buses, and 2) publications of churches, PTA, and veteran-related groups.

Word of Mouth. More effective than any other method of program promotion is word-of-mouth advertising. Veterans currently in your program or graduates are usually anxious to tell friends about their success. Your staff should encourage them to talk it up when they have the chance.

Campus Public Affairs/Public Information Office. The Outreach coordinator should work closely with this office, which can increase the program's visibility on and off campus. It has the staff and/or established media contacts for 1) writing brochures, press releases, and public service announcements; 2) arranging for personal appearances of the project director, Outreach coordinator, or others for TV, radio, newspaper interviews; and 3) issuing invitations to the media to attend program events, e.g., graduations, awards ceremonies.

Initial Interview

Once a number of veterans have indicated they want to enter the program, interviews can be scheduled to determine how serious the new veterans are about making such a commitment and to uncover all questions or problems they have that might cause them to drop out after the program has gotten

underway. If a veteran fails to show up for his interview, follow up with a visit or phone call to get him back.

If a campus location is not suitable for these veterans, field workers should have the flexibility to schedule interviews in the community at a location where veterans will feel more comfortable if there is not already an Outreach office in the community.

Unless a veteran asks for a private interview, field workers will probably find it most helpful to schedule their prospective veteran students for group interviews where there can be plenty of give and take and a chance for the veterans to reinforce and encourage each other. One of the most important elements of the Outreach program is breaking down the isolation some veterans feel, helping them develop a feeling of mutuality and comfort among themselves. In this situation the workers assume the role of informal counselors because it is often necessary to maintain the relationship with the vets they have personally contacted to keep them feeling secure.

Motivating the veterans to enter the program and stick with it is the underlying purpose of the interviews, and the field workers can do this on both a practical and personal level, using themselves as examples of those who have made it after starting at the same point the new veterans are now. The workers will use the same reasons and tactics to convince the veterans to enter the program as they did in convincing resource personnel to refer them to the college prep program in the first place. Suggested approaches could stress that:

* veterans can correct their educational deficiencies in this program without using their entitlement;
* there will be financial obligations during the program, but there are a number of ways the program can be paid for; (a simple description of what the various loans entail should be

included);

* veterans must break down the illusions they have had about college--that some are born with the ability to get in--and understand that it is a process of acquiring the proper skills (reading, writing, studying) just as they learned how to survive in the military or learned a new sport;
* education is a second chance (and the best bet) to get something out of life, an alternative to being unemployed or facing a future of dead-end jobs;
* this is a program that pays off; veterans work only for themselves at the chance for a college education;
* veterans don't need to fear failing because the program is designed to give them the tools for success, and special services and facilities are available to them; however, there will be requirements of the veterans as well and they will have to work for their success;
* the program isn't a rip-off--in either costs involved or services rendered--like so many other programs that are eager to offer vets "a deal."

This list contains only a few suggestions; many tips on how to handle individual veterans will come from the vets themselves, and the field worker/counselors will constantly modify their presentation as they become more experienced.

OUTREACH AND REFERRAL

Veterans who enter a special educational program usually have a variety of needs that must be met in order for them to continue in the program and successfully enter college. In addition, those veterans contacted by the Outreach workers who do not want to enter the program almost always have some particular problem they require help in solving. For the field workers to be able to refer all veterans they contact to the sources that will satisfy their needs and solve their problems, they must know what financial aids, campus and government services, and veteran-related and community-based groups are available.

Financial Aid

In contacts and discussions with veterans, financial assistance has emerged as the crucial element in a successful special educational program for veterans who 1) are often older than typical students and therefore have no parental support, and may even have a family of their own to support; 2) frequently come from low-income families unable to help them; and 3) find it increasingly difficult to find part-time work, or are reluctant about holding a part-time job and being a student at the same time. In fact, going to school will most likely require their full time

and energy.

Because the basic $220/month G.I. Bill benefits and dependency allowances are insufficient to cover all the veterans' expenses while they are in the program and VA checks are often late, even under normal conditions (six to eight weeks in some regions, but field workers must know the average time it takes for checks to reach veterans in their region), there is a constant search for short-term emergency financing. The workers should know about the many aid programs available to the veteran and work in close contact with 1) the campus Financial Aids Office, which has information on all these programs, 2) the VA Adjudication Officer, 3) the American Legion representative in the VA office, and 4) the Veterans' Counselor in the Office of Education's regional office. In special hardship cases you might even call the office of your U.S. Senator for help. A list of these aid programs includes:

* The Educational Opportunity Grants Program
* National Defense Student Loans
* The College Work-Study Program
* The Federally Insured, Guaranteed Student Loan Program
* Grants-in-Aid
* Special tutorial assistance funded under the G.I. Bill
* Vocational Rehabilitation assistance funded under the G.I. Bill
* MDT Institutional Program
* Special Services for Disadvantaged Students in Institutions of Higher Education
* Career Opportunities Program
* State assistance loans
* Other scholarships, loans, and grants available through your institution, churches, banks, labor unions, and civic groups.

Campus Services

Not only should Outreach workers be familiar with the departments on campus that offer the services veterans might need, they must also be able

to direct the vet to a specific person. It should be stressed how reassuring it is for the veteran to have the name of someone to contact rather than just an office or a telephone number. Such resource people can be found in:

* Housing
* Health Services
* Food stamps
* Student Services/Affairs
* Special Services
* Counseling and Guidance
* Tutoring
* Learning Laboratory
* EOP or other federally or locally funded campus program
* Veterans' club

Whether veterans enter the educational program or whether they need only referral services, they should be made aware of the variety of governmental, veteran-related, and community offices and organizations whose services they are entitled to. *Again, Outreach workers should be able to give veterans a name to contact, not just an address.*

Governmental Services

Some of the agencies at all levels of government that provide services to veterans include:

1. The State Department of Human Resources Development (HRD) provides unemployment compensation and gives vets an employment preference by placing 24-hour holds on all job orders before releasing them to the nonveteran public.

2. The State Employment Services (SES) offices have a Veterans Employment Representative who uses referrals, counseling, and testing to match vets to the jobs available and sees they receive preference in job placement.

3. The Department of Vocational Rehabilitation can be of

tremendous help to certain veterans by offering such free-of-charge services as medical examinations to determine eligibility, medical help to reduce disability, physical aids, counseling and guidance, training for the proper job, and costs for room, board, transportation,and other necessary expenses, within limitations, while the person is being helped to find a job.

4. Department of Public Assistance provides aid to dependent children, food stamps, emergency food and clothing; there are also social security benefits for students in some cases.

5. Manpower Commission administers all the federal manpower programs.

6. Office of Veterans Reemployment Rights, U.S. Department of Labor, acts on behalf of the veteran who has been denied reemployment at his preservice job when he is legally entitled to it.

7. The VA can provide benefits in some cases to veterans with Undesirable Discharges or, in some instances, Bad Conduct Discharges.

Veteran-Related Groups

Some of the veteran-related organizations that provide services to veterans include:

1. The American Legion service officer helps process veterans' claims and represents them on appeals for eligibility and corrections of service records. He explains to a veteran with an Other-Than-Honorable Discharge how to appeal it before the Discharge Review Board of his former service. Under its Jobs for Veterans program, the AL sees that each veteran looking for work is placed in contact with a potential employer with continued contact until a job is found.

2. Disabled American Veterans maintains an active program to

enhance job and training opportunities for disabled veterans. A National Service Officer is located at each VA regional and district office to counsel and assist all veterans with claims for compensation, pension, hospitalization or medical care, education and training, insurance, civil service preference or employment.

3. Veterans of Foreign Wars has a representative at all VA regional offices who will represent any veteran, widow, or child of a veteran in presenting and establishing their claims with the VA. It provides periodic coverage at all VA hospitals and many state hospitals.

4. Red Cross helps veterans process claims and acts for them on adjudicating claims and reviewing discharges. It can also make loans and grants to vets awaiting their first claim check.

5. AmVets maintains an ongoing program to assist veterans seeking jobs and/or training; each post has its own employment office and maintains close liaison with local SES offices and employer organizations.

Community-Based Groups

Some of the effective community resources that provide veterans' services include:

1. Churches: The Emergency Ministries of the National Council of Churches and many regional and local church groups throughout the country have developed efforts to encourage Vietnam era veterans to increase their education and/or training and to assist them once they are in an institution of higher education. Specific services they can provide include:

* Announcements made to the congregation during services or in a newsletter that can result in 1) legal help, 2) part-time jobs, or 3) short-term loans
* Drug clinics

* Personal counseling clinics
* Emergency facilities and loan funds
* Matching federal work-study funds for employment of Outreach workers
* Assistance of campus pastors in working with college personnel in behalf of veterans and with veterans' clubs

2. Chambers of Commerce and business organizations and private industry, which can be approached to hire vets under the JOBS Program, sponsored by the National Alliance of Businessmen;

3. Service Organizations: Salvation Army, Urban Coalition, Junior Chamber of Commerce, Rotary, Kiwanis, and Lions Clubs;

4. Civil Rights groups: Urban League, NAACP, Mexican-American Opportunity Foundation;

5. Other public and private sources:

* Community Action Agencies
* Neighborhood Action Centers
* Local anti-poverty programs
* Model Cities Program
* Housing Authority
* Redevelopment Agencies
* Legal Aid Society
* Office of the Public Defender
* YMCA
* Drug clinics
* Medical and psychiatric clinics
* Community centers
* Adult schools
* Community switchboards

Most communities publish a guide or directory to these services that can be obtained by contacting a United Fund Agency office, the Chamber of Commerce, or the local Information and Referral Service (see p.38).

FOLLOW THROUGH AND EVALUATION

While recruiting veterans and providing referral services constitute the bulk of an Outreach program, the field workers should maintain contact with the prospective students until they have entered the program and are being assisted by its counselors, teachers, and tutors. During this period and throughout the entire Outreach program, there should be constant evaluation to determine its effectiveness and justify its existence to its funding sources. Not only does the Outreach staff have to do a good job, it also has to let people know, through use of statistics, that it is doing a good job.

Follow Through

Once veterans have been contacted and interviewed, and have decided to enter the educational program, the field workers should stay with them until they are fully enrolled. Filling out forms should be done as simply and personally as possible because paperwork and official forms scare and put veterans off; they have had their fill of them throughout their lives, especially in the service. A good idea is to fill out forms on the first or second day of classes or during a group orientation session; they will feel more relaxed in doing it together with the regular program

counselors as well as the field workers on hand to help out.

To facilitate approval of G.I. Bill benefits, all the relevant forms should be mailed or handcarried, if possible, to the VA in one group. The workers should know the VA schedule for processing forms and make sure they are there on time each month.

Standard VA forms include the following, and your local VA office should be consulted on the details involved in filling them out:

* 21E-1990 (Veteran's Application for Educational Benefits) accompanied by his DD-214 if the veteran has never used his benefits before;
* 21E-1995 (Application for Change of Place of Training or Change of Program) if the vet has used his benefits before;
* 21E-1990A and 1999A (Serviceman's Application for Education Assistance) if the potential student is still in the service;
* 21E-1999 (Verification of Student Status) must be attached to every application whether the veteran has used his benefits before or not.

During the initial interview, the field worker should ask the veteran about any service-connected injury or hurt that he has suffered--even if he doesn't consider it a major disability--and be sure that it is noted on the proper VA form. Once it has been acknowledged, the veteran will be eligible for future compensation from the day he applied.

Once the veterans have filled out the enrollment form for your own program, it helps to recognize the milestone by giving them formal letters of acceptance into the program, signed by the project director or an institutional official.

Evaluation

The Outreach coordinator should devise an effective system of frequent evaluation to determine:

1. what techniques have proven best for contacting veterans:

* What TV and radio stations and media personalities are the most receptive?
* What resource agencies refer the most veterans?
* What newspapers run the most stories, and what kinds of stories are the most effective?
* At what locations are promotional materials picked up or posters seen most often?
* What ads or promotional spots produce the most calls?
* What is the best approach to use in letters. on the phone, or in person?

2. what success the staff has had in providing services to veterans:

* Which resource agencies provide the best and fastest service?
* How many veterans were you able to help? Unable to help?
* How many veterans were satisfied with the service they got? How many dissatisfied?

To keep track of individual veterans, a permanent roster should be set up to include:

* veterans contacted (name, address, phone number, age, race, academic background, goals)
* referrals made (for those who entered the program and those who didn't)
* results of referrals
* recommendations
* follow-up after leaving program

The staff can use these statistics to report Outreach results to the institution, funding agency, and the community, and to indicate changes in funding and staff necessary to continue and improve the program.

Another means of evaluation is the veterans themselves, and, in a structured group discussion atmosphere, you should invite their comments on 1) what they like or don't like about the program, 2) what improvements they think are needed, and 3) what techniques they think might be more

effective. Try to conduct this type of evaluation without its becoming just a gripe session so you can get practical, constructive comments you can use to improve the program.

Summary

In this booklet we have attempted to share the experiences and techniques that various Veterans' Upward Bound programs and other groups concerned with veterans have found to be useful and successful in the Outreach programs. Obviously, each institutional setting varies enough to require individual evaluation and adaptation to the particular circumstances and guidelines for your own educational program for veterans. We do think, however, that in considering all these elements, you will develop new and effective procedures or put together in a fresh combination the best from several sources. In that context, we hope this paper will be helpful.

REFERENCE SOURCES

The following is a list of suggested reference materials that Outreach staff members might want to order for general information and staff training:

Correspondence Guide for Service Officers. The National Association of State Directors of Veterans Affairs. January, 1968

Facts on Other-Than-Honorable Discharges. American Veterans Committee, Inc., 1333 Connecticut Avenue, N.W., Washington, D.C. 20036.

Federal Dollars for Scholars. Nu-Toy, Inc., 1840 Fenwick Street, N.E., Washington, D.C. 20002. $4.00 prepaid

Financial Aids for Students Entering College. Oren Kessler, Wm. C. Brown Co. Publishers, 135 South Locust Street, Dubuque, Iowa 52001. 1971 (5th edition) $9.75

Financing a College Education: A Guide for Counselors. College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540.

Getting It All Together. VETS, 1612 K Street, N.W., Washington D.C. 20420. November, 1971

G.I. Bill Title 38. U.S. Senate Committee on Veterans Affairs.

Handbook for Veterans Administration Contact Representatives. Department of Veterans Benefits, Veterans Administration, Washington D.C. 20420.

Helping Vietnam Era Veterans. The Emergency Ministries of the National Council of Churches, 475 Riverside Dr., Room 766, New York, N.Y. 10027. $1.00

Lovejoy's Guide to Financial Aids. Clarence E. Lovejoy, Simon & Schuster, Inc., 630 5th Avenue, New York, N.Y. 10020.

Need A Lift? American Legion, Dept. S, P.O. Box 1055, Indianapolis, Indiana 46206. $.50

Scholarships Offered by Labor Unions. Chronicle Guidance Publications, Moravia, N.Y. 13118. $2.00 prepaid

Two Years of Outreach. Administration of Veterans Affairs, Washington, D.C. 20420. June, 1970

Wasted Men, Reality of the Vietnam Veteran. Veterans World Project, Southern Illinois University, Edwardsville, Illinois 62025. 1972

What Every Veteran Should Know. Veterans Informational Service, P.O. Box 111, East Moline, Illinois 61244.

Community Resource Directories

Directory of Community Resources in Clackamas, Multnomah, and Washington Counties of Oregon; and Clark County of Washington. Tri-County Community Council, 718 West Burnside Street, Portland, Oregon 97209.

1972 Health, Welfare and Recreation Services Directory of King and Snohomish Counties, Washington. United Way of King County, 800 Lowman Building, 107 Cherry Street, Seattle, Washington 98104.

Directory: Youth and Adult Serving Agencies, Spokane, Washington. Department of Social and Health Services, Eastern Washington Staff Development Center, North 1306 Post Street, Spokane, Washington 99201.

Directory of Social Resources: Health, Welfare, Recreation and Education. Information and Referral Service, Health and Community Services Council of Hawaii, 200 N. Vineyard Blvd., Room 603, Honolulu, Hawaii 96817. January, 1972

Directory of Health, Welfare, Vocational and Recreational Services in Los Angeles County. Information and Referral Service of Los Angeles County, Inc., 621 South Virgil Avenue, Los Angeles, California 90005. 1971

1973 Directory of Social Services. Community Council serving Maricopa County, Phoenix, Arizona.

Directory of Social Resources. Tucson Community Council, Community Services Building 3833 East Second Street, Tucson, Arizona 85716. 1972

Health Resources & Service Organization Manual. Southwest Areawide Health Planning Council, Helena, Montana.

Sunny Side Guide. Montana State Low Income Organization, Butte, Montana.

Health Services Information, Missoula County, Montana. The Health Team, 508 Toole Avenue, Missoula, Montana.

1970 Directory of Community Services: Fargo, North Dakota; Moorehead, Minnesota, and Vicinity. United Fund of Fargo-Moorehead Metropolitan Area.

Community Services in Metropolitan Denver. Information & Referral Service, Inc., 1375 Delaware, Denver, Colorado 80204. 1971

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